

# Tips for Structuring an Effective Placement

Toronto Metropolitan University Midwifery Education Program January 2019

## Advance Planning

- Assign births within MEP minimum and maximum numbers
- Plan for the workload of one full time midwife
- Average of 20 pre/postnatal visits per week/40 per 2 weeks
- Decide if the student follows the client or the midwife
- 'Introduce' student role to clients in advance
- 'Talk up' the benefits of student involvement (see Tips for Integrating Students into Client Care)

## Orientation

- Use the Orientation checklist in the Toronto Metropolitan University MEP Preceptor Policy Handbook
- Orient student to placement and preceptors/clients assigned
- Orient student to clinic, hospital and birth centre, including organizational systems
- Make sure the student understands the call model for preceptors/students

## Coordinating Preceptor

Assign an MRP (Most Responsible Preceptor) who:

- Receives reports from other midwives about student progress
- Schedules regular meetings with student to provide feedback, make plans to address student learning needs
- Assists student with schedule and troubleshoot conflicting demands
- Assists student to manage appropriate workload, time off call and protected study time
- Welcomes feedback about your/the practice's teaching
- Provides opportunity for student to raise concerns, address anxieties
- Meets with student to prepare for clinical evaluation meeting with tutor
- Is responsible to synthesize feedback, complete evaluation forms and recommend grade

## Clinical experiences

- Plan early for first call and independent roles for senior students (postpartum care, 2nds)
- Plan early for inadequate clinical experiences for the student to meet competencies, e.g. lack of opportunities due to transfer of care, missed births
- Plan for learning if midwifery scope is limited or out of hospital births are limited
- Offer workshops to teach, review and assess skills with limited opportunity in clinical practice

## Time off

- Follow MEP policies re: student time off call and academic study time
- Communicate about student plans for time off with awareness of potential for coercion
- Require students to work cooperatively to cover on call responsibilities

## Effective evaluation/remediation

- Give prompt feedback if you have concerns that impact student progress
- Involve tutor early if you have concerns and ask student to do the same
- Actively remediate with clear timelines and benchmarks for success